MODULE 4
EFFECTIVE CLASSROOM PRACTICES:
- ACTIVE SEQUENCE
- OFFERING CHOICE

Session 4: Classroom MBI

Team Training

Presented by the MBI Consultants

EFFECTIVE CLASSROOM PRACTICES: THE "GREAT EIGHT"

Expectations and rules

Procedures and routines

Continuum of strategies to acknowledge appropriate behaviors

Continuum of strategies to respond to inappropriate behavior

Active supervision

Multiple opportunities to respond

Activity sequence and offering choice

Academic success and task difficulty

Putting Montana Students First A+

LEARNING GOAL

Importance of Active Sequencing

Importance of Choice

Have you ever encountered
a student who may get
started with an academic
task or activity, but then
quits or becomes
noncompliant when they run
into difficulty?

WHAT IS ACTIVITY SEQUENCING

Thinking about and altering the manner in which instructional tasks, activities or requests are ordered in such a way that promotes learning and encourages appropriate behavior.

WHY CONSIDER ACTIVITY SEQUENCING

Increases task performance

Decreases disruptive behavior

Improves student perception of and preference for assignments they consider difficult

(Kern & Clemens)

ACTIVITY SEQUENCE

1. Task Interspersal

Intermingle easy/brief problems among longer or more difficult tasks

Students *perceived* the interspersed assignments as...

taking less time to complete,

being less difficult,

requiring less effort

ACTIVITY SEQUENCE

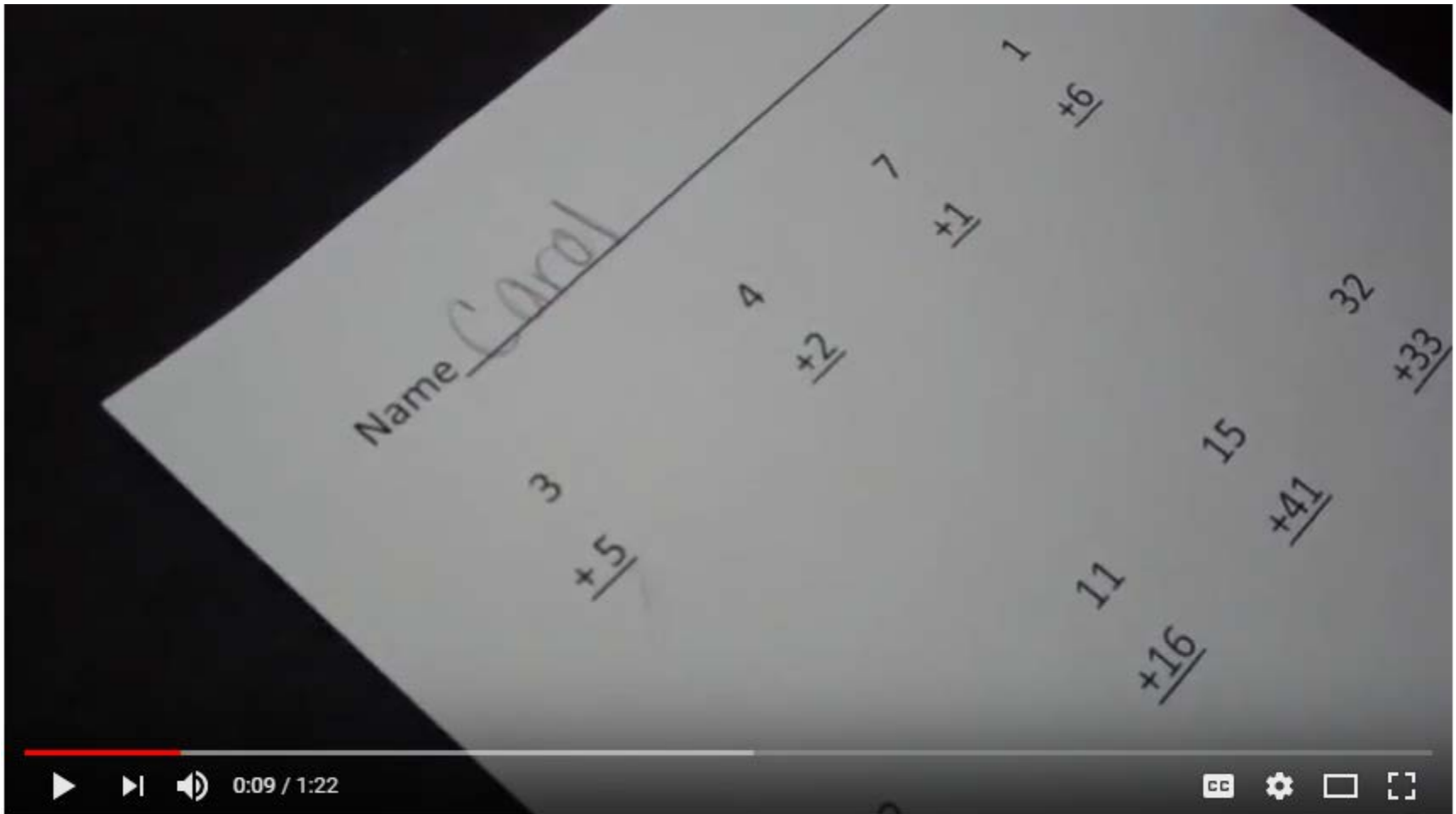## 2. Behavioral Momentum

Deliver 3 to 4 simple requests prior to a difficult assignment or task

ACTIVITY SEQUENCE

2. Behavioral Momentum

Deliver 3 to 4 simple requests prior to a difficult assignment or task

VIDEO: BEHAVIORAL MOMENTUM

USING SEQUENCE IN YOUR CLASSROOM

List several of the activities students complete in your classroom….	Identify ways you could use sequencing in each activity… • *Intermingle easy/brief problems among more difficult tasks* • *Provide simple requests prior to more difficult tasks*
1.	
2.	
3.	
4.	

OFFERING CHOICE

Type

Order

Materials

Whom

Place

Time

STRATEGIES FOR OFFERING CHOICE

Examples of class-wide choice:

Type of task or activity

Order or sequence of tasks

Kinds of *materials* that will be used

Whom to work with

Place to work

Choice of how to use *time*

WHY PROVIDE CHOICE?

Prevent problem behavior

Increase engagement

Feasible and easy intervention to implement

Effective for students in general or special education

No significant modification to instruction

(Kern and State)

WHY PROVIDE CHOICE?

Students become self-determined individuals

Enables them to better control their environment

Lead to more predictable student-teacher interactions

Allows opportunity for more frequent positive attention and feedback from teachers

Fosters student–teacher relationships

VIDEO: OFFERING CHOICES

STEPS FOR USING CHOICE WITH INSTRUCTION

Create a menu of choices

1. Plan the lesson

2. Determine which choices are appropriate and fit best in the lesson.

3. Provide choices while teaching the lesson.

4. Solicit student feedback and input.

(Kern and State)

CREATE A MENU OF CHOICE OPTIONS

Type of tasks:	
Order of tasks:	
Kinds of materials:	
Whom to work with:	
Place to work:	
Choice of how to use time:	

WHAT OPTIONS DID YOU COME UP WITH?

Type of tasks:	
Order of tasks:	
Kinds of materials:	
Whom to work with:	
Place to work:	
Choice of how to use time:	

OFFERING CHOICE

Remember . . .

Start small with 1-2 choices

Structured choices **allow freedom within form.**

NOTE TAKING ACTIVITY

Add 3-4 essential ideas on **Activity Sequence/ Choices** to your folded notebook

Be ready to share with the large group

MOVEMENT